



Hunter-Kinard-Tyler Elementary

7066 Norway Road
Neeses, South Carolina

Grades	PK-6 Elementary School	
Enrollment	403 Students	
Principal	Debra W. Norman	803-263-4441
Superintendent	Dr. Floride M. Calvert	803-534-8081
Board Chair	Mr. Aaron Rudd	803-534-8081

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	Below Average
2008	At-Risk	Average
2007	At-Risk	Good
2006	At-Risk	At-Risk
2005	Below Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

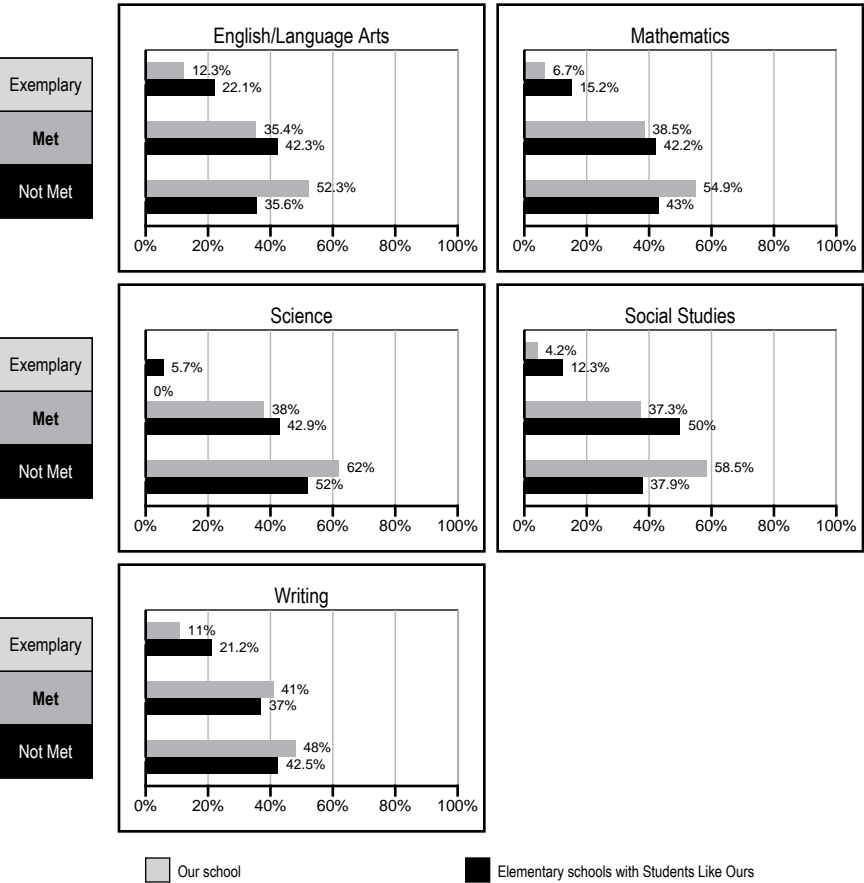
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	70	64	32

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=403)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.9%	Down from 4.6%	2.5%	1.9%
Attendance rate	96.8%	Up from 96.7%	96.0%	96.3%
Eligible for gifted and talented	1.8%	Up from 0.5%	3.3%	10.0%
With disabilities other than speech	4.0%	Down from 4.6%	7.5%	7.7%
Older than usual for grade	1.5%	Down from 2.0%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	67.9%	Up from 65.5%	57.1%	59.4%
Continuing contract teachers	82.1%	Up from 79.3%	71.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.6%	Down from 87.7%	82.0%	85.9%
Teacher attendance rate	92.6%	Up from 92.4%	95.2%	95.1%
Average teacher salary*	\$50,062	Up 4.0%	\$45,725	\$47,149
Professional development days/teacher	9.8 days	Down from 19.1 days	10.7 days	11.1 days
School				
Principal's years at school	10.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 16.6 to 1	16.7 to 1	18.8 to 1
Prime instructional time	88.8%	Up from 87.7%	90.1%	90.4%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,319	Up 22.0%	\$8,624	\$7,458
Percent of expenditures for instruction**	86.4%	Up from 86.0%	68.2%	68.8%
Percent of expenditures for teacher salaries**	81.8%	Up from 79.0%	62.0%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

"STAR Trojans" (Students + Technology = Awesome Results) was the theme for Hunter-Kinard-Tyler Elementary School this year. In this age of technology, we focused on this theme to promote the use of technology in our school by using it in a variety of ways to support student learning. Each teacher received a laptop and each classroom was outfitted with a new flat panel television which is interactive with teachers' laptops. Students also used the laptop/TV combination for instruction and presentations. Additionally, each class was given a dedicated time for computer lab instruction using Compass Learning for ELA and math. Computers were also used to administer MAP (Measures of Academic Progress) testing. MAP tests are computerized adaptive assessments that provide information about student achievement and growth. Students were tested three (3) times this year using MAP in the areas of Reading, Math and Science. Students were challenged to improve their scores each time the tests were administered. To encourage students to score higher, a number of activities were held at our school. These included: individual goal-setting conferences for students; students were encouraged to take their time – "Do Not Rush" rule; students took cards in the testing site with their goal and previous scores; peer student encouragement; class competitions; data walls posted in the hallways with MAP scores; data notebooks where students kept up with their own scores; and incentives were provided for students who met or exceeded their goals (treats, notes home, school-wide recognition in awards assemblies). By the end of the last test administration, 75% of our students increased their scores over the previous test administrations.

To encourage a love of reading and a lifetime of reading, our Parenting and Family Literacy staff implemented a Breakfast Book Club for students in Pre-kindergarten. Parents of these students are invited to school once a month to participate in activities with their children and a book of the month is read to students and parents. At the end of the program, each student is given a copy of the book so that parents and children can read together at home.

Math Day was created this year to focus on the many ways that we use math in our daily lives and to promote interest in mathematics. This day was held on the last Tuesday of each month and teachers in all academic and related arts areas conducted math activities throughout the day.

The PTO school supplies for students and teachers, provided incentives for teachers and conducted Box Tops for Education to raise funds for the school. The SIC co-sponsored the Writing Expo and provided suggestions for school improvements in many areas. The Dynamic Dads served as mentors to students, read to students in classes, held Fun Day for various grade levels, and volunteered in classrooms as requested by teachers. At HKT Elementary we are reaching newer and higher goals in all areas of academic and personal and social development. Our Li'l Trojans are STARS!

Debra W. Norman, Principal
Jannie Brown, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	54	40
Percent satisfied with learning environment	75.0%	79.2%	63.2%
Percent satisfied with social and physical environment	79.2%	73.6%	68.4%
Percent satisfied with school-home relations	58.3%	88.9%	69.2%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	NO
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This school met 12 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	209	100	52.3	35.4	12.3	68.2	74.9	82.8	Yes	Yes
Gender										
Male	90	100	59.5	29.8	10.7	54.8	70	79.3	N/A	N/A
Female	119	100	46.8	39.6	13.5	78.4	80.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	47	100	33.3	43.6	23.1	84.6	82.5	89.5	I/S	Yes
African American	156	100	57.3	32.7	10	63.3	67	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	52.6	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	19	100	N/AV	N/AV	N/AV	35.3	44.8	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	46.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	188	100	53.8	35.2	11	67.6	69.7	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	209	100	54.9	38.5	6.7	55.9	67.4	78.9	No	Yes
Gender										
Male	90	100	58.3	36.9	4.8	50	66.3	77	N/A	N/A
Female	119	100	52.3	39.6	8.1	60.4	68.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	47	100	35.9	51.3	12.8	74.4	77.5	87.2	I/S	Yes
African American	156	100	60	34.7	5.3	50.7	56	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	73.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	19	100	N/AV	N/AV	N/AV	17.6	34.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	73.3	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	188	100	57.7	36.3	6	53.3	61	70.2	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	130	100	N/AV	N/AV	N/AV	38	56.4	67.5
Gender								
Male	51	100	N/AV	N/AV	N/AV	28.3	53.3	67
Female	79	100	N/AV	N/AV	N/AV	44	59.7	68
Racial/Ethnic Group								
White	32	100	N/AV	N/AV	N/AV	70.4	67.9	79.5
African American	95	100	N/AV	N/AV	N/AV	28.6	43	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	26.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
Socio-Economic Status								
Subsided meals	119	100	N/AV	N/AV	N/AV	36.5	48.6	55.1

Social Studies

All Students	127	100	58.5	37.3	4.2	41.5	59.5	72.3
Gender								
Male	60	100	63.2	33.3	3.5	36.8	60.7	71.5
Female	67	100	54.1	41	4.9	45.9	58.1	73.2
Racial/Ethnic Group								
White	28	100	39.1	56.5	4.3	60.9	68.3	80.7
African American	95	100	63.7	31.9	4.4	36.3	50.6	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	53.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	15	100	N/AV	N/AV	N/AV	14.3	35	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	58.3	67.9
Socio-Economic Status								
Subsided meals	113	100	60	37.3	2.7	40	53	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	212	99.1	47.5	41.4	11.1	52.5	56.5	70.2	96.8	95.3
Gender										
Male	94	100	56.8	33	10.2	43.2	48	63.2	96.5	94.9
Female	118	98.3	40	48.2	11.8	60	66.1	77.5	97	95.6
Racial/Ethnic Group										
White	47	100	32.5	52.5	15	67.5	64.7	79.1	95.9	94.6
African American	159	98.7	50.7	38.8	10.5	49.3	47.7	57.6	97	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	92.6
Hispanic	3	I/S	I/S	I/S	I/S	I/S	47.4	62.6	96.8	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	96
Disability Status										
Disabled	20	100	N/AV	N/AV	N/AV	5.6	12	26.1	96.2	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	93.2
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	40	61.2	96.9	96.2
Socio-Economic Status										
Subsidized meals	192	99	49.2	40.5	10.3	50.8	49.4	58.9	96.8	95

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	50	100	63	23.9	13	37
	4	48	100	65.9	20.5	13.6	34.1
	5	46	100	34.1	50	15.9	65.9
	6	65	100	47.5	44.3	8.2	52.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	50	100	78.3	17.4	4.3	21.7
	4	48	100	61.4	34.1	4.5	38.6
	5	46	100	52.3	43.2	4.5	47.7
	6	65	100	34.4	54.1	11.5	65.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	25	100	N/AV	N/AV	N/AV	16.7
	4	48	100	N/AV	N/AV	N/AV	34.1
	5	23	100	N/AV	N/AV	N/AV	36.4
	6	34	100	N/AV	N/AV	N/AV	61.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	25	100	68.2	27.3	4.5	31.8
	4	48	100	63.6	34.1	2.3	36.4
	5	23	100	50	40.9	9.1	50
	6	31	100	50	46.7	3.3	50
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	50	100	55.3	19.1	25.5	44.7
	4	50	96	51.1	42.2	6.7	48.9
	5	46	100	38.6	45.5	15.9	61.4
	6	66	100	N/AV	N/AV	N/AV	54.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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